Continuous Literacy Improvement
Self-Assessment

The self assessment instrument is designed to be used by education programs and schools districts to assess the literacy processes used for increasing student literacy outcomes. Literacy is defined as the ability to read, write, speak, and listen in order to communicate with others effectively. A comprehensive literacy plan should outline the school's systemic processes for improving student literacy outcomes and should include a comprehensive assessment system.

The Montana Literacy Plan (MLP) outlines specific continuous improvement components (CIC) proven to be effective indicators for increasing student literacy outcomes. Rate the extent of the implementation of the sub-components that help achieve increased student literacy outcomes in your education setting. A rating of 1 indicates the sub-component is not being implemented but might possibly be being explored at this time and a rating of 5 indicates sustained consistent implementation of the sub-component.

1	2	3	4	5

Not Being Implemented--- Sustained Practice

Leadership	
Administration communicates a shared responsibility for student literacy outcomes.	1 2 3 4 5
Administration engages leaders across the school community in continuous literacy improvement planning.	1 2 3 4 5
Adequate fiscal resources are provided to support literacy improvement efforts.	1 2 3 4 5
Instructional leaders have established, support, and lead a literacy leadership team.	1 2 3 4 5
Instructional leaders support and monitor all instruction and intervention expectations.	1 2 3 4 5
Instructional leaders set measurable goals for academic improvement and monitor progress toward these goals.	1 2 3 4 5
Instructional leaders meet regularly to analyze school and student data to inform decisions about professional development, instruction, and intervention.	1 2 3 4 5
Instructional leaders facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.	1 2 3 4 5
Action Ideas for Leadership:	

Standards:

The **Montana Common Core Standards (MCCS) Stages of Implementation Continuum** includes six stages, which provide comprehensive resources for school districts to self-assess readiness, create action plans, and access targeted resources and processes for aligning curriculum, instruction and assessment. www.opi.mt.gov/MontanaCommonCoreStandards

Stage 1: The Montana Early Learning Guidelines (MELG) and/or the Montana Common Core Standards (MCCS) for each grade and subject area have been thoroughly studied and are understood.	1 2 3 4 5
Stage 2: Curriculum has been aligned with the MELG and/or the MCCS.	1 2 3 4 5
Stage 2: Instructional materials are aligned with the MELG and/or the MCCS.	1 2 3 4 5
Stage 3: Assessments are aligned with curriculum and with the MELG and/or the MCCS.	1 2 3 4 5
Stage 4: Educators design, adapt and use evidence-based best practices to support effective delivery of the curriculum and assessments.	1 2 3 4 5
Stage 4: A comprehensive scope and sequence is communicated and aligned to the MELG and/or the MCCS.	1 2 3 4 5
Stage 4: A pacing guide outlines a consistent instructional timeline and is adhered to by all staff.	1 2 3 4 5
Stage 5: Educators engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) alignment of curriculum and assessments.	1 2 3 4 5
Stage 6: Educators have analyzed assessment results (e.g. Smarter Balance, curriculum assessments, and independent progress monitoring assessments) and processes are established to make systematic changes based on data results.	1 2 3 4 5
Action Ideas for Standards:	

Instruction and Intervention

Instructional materials and content are aligned to the MELG and/or the MCCS.	1 2 3 4 5
Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas.	1 2 3 4 5
Instructional leaders ensure time for literacy instruction during the school day is a priority (e.g., minimum recommended 90 minutes of Tier I literacy instruction in primary grades, use of literacy strategies across subject areas, and additional time for interventions).	1 2 3 4 5
Tiered instruction is clearly defined and implemented with fidelity.	1 2 3 4 5
Additional support is provided for learners with Tier 2 and Tier 3 needs through intensified interventions (e.g., smaller groups sizes, increased time, or varied instructional materials).	1 2 3 4 5
Instructional leaders ensure that instructional materials are readily available for all instruction and intervention settings.	1 2 3 4 5
Technology is utilized to support student learning (e.g., software or digital devices which students use to learn, access, organize, and communicate information).	1 2 3 4 5
Action Ideas for Instruction and Intervention:	

Assessment and Data-based Decision Making

Assessment tools and procedures align to the MELG and/or the MCCS.	1 2 3 4 5
Comprehensive assessment system includes both formative and summative assessments.	1 2 3 4 5
Collaborative teams use a specific protocol for examining student data and making instructional and intervention decisions (e.g., universal screening, progress monitoring, diagnostic, and outcome measures are defined by when, who, and where).	1 2 3 4 5
Data is disaggregated by subgroups and provided to educators for instructional decision making in a timely and efficient manner.	1 2 3 4 5
A comprehensive plan assesses the effectiveness of the instructional program and guides adjustments for improvement.	1 2 3 4 5
Regularly scheduled data analysis discussions occur to assess and adjust ongoing learning (e.g., bi-weekly grade level meetings or data meetings).	1 2 3 4 5
A data collection system is in place and technology support is available for continuous access of the data system.	1 2 3 4 5
Assessors receive professional development on valid and reliable assessment administration and fidelity of assessment administration is verified (e.g., checklists, observations).	1 2 3 4 5

Action Ideas for Data-based Decision Making:

Professional Development

Professional development is aligned to the MELG and/or the MCCS and is provided for staff across all content areas on explicit and systematic instruction in reading, writing, listening, and speaking.	1 2 3 4 5
Ongoing, job-embedded professional learning is provided in many ways to meet varying staff needs (e.g., coaching, professional learning communities, peer mentoring, web-based).	1 2 3 4 5
Instructional Leaders use multiple sources of student and school data when planning and implementing professional development.	1 2 3 4 5
Individual, targeted professional growth plan structures are in place for staff based on observation data and staff needs.	1 2 3 4 5
Structures are in place for providing professional development for new staff members.	1 2 3 4 5

Action Ideas for Professional Development:

System-wide Commitment

Instructional leaders set measurable goals for systemic academic improvement and monitor progress toward these goals annually.	1 2 3 4 5
Community-based, collaborative partnerships coordinate services from Early Childhood to Higher Education to support literacy development of students (e.g., participate on literacy leadership team, plan shared professional development, jointly participate in state-provided professional development).	1 2 3 4 5
Common learning opportunities are provided for all literacy stakeholders to ensure smooth transitions as students move from on literacy setting to the next (e.g., preschool to kindergarten and school to school).	1 2 3 4 5
Collaboration with all literacy stakeholders includes sharing of individual assessment results as students transition from on literacy setting to the next.	1 2 3 4 5
Collaboration with all literacy stakeholders includes communication about children who are likely to need intervention services when they transition from one literacy setting to the next.	1 2 3 4 5
Action Ideas for System-wide Commitment:	

Community and Family Involvement

Administration communicates literacy goals and expectations to stakeholders and collaborates to meet desired outcomes (e.g., stakeholders might include: educators, families, community organizations, businesses, early childhood, local education agencies, higher education, and unions).	1 2 3 4 5
Community-based, collaborative partnerships ensure supportive transitions from one literacy setting to the next.	1 2 3 4 5
Parents and families are engaged as partners in ways that are culturally and linguistically sensitive.	1 2 3 4 5
Parents and families are informed of literacy expectations outlined in the MELG and/or the MCCS and are updated on individual student progress towards meeting those expectations a minimum of three times per year.	1 2 3 4 5
Parents and families with students receiving Tier 2 and 3 interventions are updated on individual student progress towards meeting expectations outlined in the MELG and/or the MCCS a minimum of six times per year.	1 2 3 4 5
A coordinated system of support links families with local community resources to provide greater support for students in achieving literacy skills for career and college readiness.	1 2 3 4 5
Families and community members are welcomed as volunteers to maximize student literacy learning.	1 2 3 4 5
Local resources that support local literacy activities are recognized and encouraged.	1 2 3 4 5
Action Ideas for Community and Family Involvement:	